

Hot for Teacher

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Propositions
accompanying the dissertation

Hot for Teacher:

Studies on Teacher Career and Skill Development in the Netherlands

by
Christiaan S.C. Vermeulen

1. There is a higher need for students graduating teacher education than there is for students entering teacher education. (Chapter 2).
2. While assortative matching between primary school teacher- and student characteristics is prevalent, these sorting patterns do not negatively affect student performance. (Chapter 3).
3. The signaling potential of professional development participation complicates the design of interventions aimed at improving low quality teachers. (Chapter 4).
4. As the floor of cognitive skills of the Dutch teacher corps is relatively high, raising skills barriers to entry into the profession will likely result in marginal gains in the average quality at the expense of reducing the quantity of teachers. (Chapter 5).
5. In spite of the field's focus on empirical rigor, there is still a surprising amount of suspension of disbelief involved in accepting the validity of identifying assumptions in economic research.
6. Trump's proposal of arming teachers with guns is one of the more creative interventions aimed at reducing the gender imbalance in the primary education sector.
7. As a UTQ holder, I can anecdotally say that certification does not increase teacher quality.
8. Utilitarianism precludes people with poor eyesight from having an attractive partner.
9. Effort provision over the course of a PhD follows a U-shaped pattern.
10. "There is something fascinating about science. One gets such wholesale returns of conjecture out of such a trifling investment of fact." – Mark Twain